

# Utah CGP– Guidance Activities Results Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Dugway

District: Tooele

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Joseph Morgan	All 10 <sup>th</sup> grade students	Individual & group counseling directed activities including overcoming barriers of effective learning and test taking anxiety. Test taking strategies including how attitudes and classroom work habits impact testing results. UBSCT graduation requirements and teacher help sessions using computer practice test questions.	Beginning of school through February	17 10 <sup>th</sup> grade students	13 of 17 students passed the reading test. 11 of 17 students passed the math test. 11 of 17 students passed the writing test.	76% passed the reading test. Four students need to retest with all 4 being resource students. 65% passed the math test. Six students need to retest with 4 of them resource students. 65% passed the writing test. Six students need to retest with 4 of them resource students.	Our focus resulted in a high % of our regular education sophomore students passing the UBSCT test on their first attempt having fulfilled this graduation requirement they are in line to graduate in 2007. Our resource students will need special attention in future testing.



**ENTERED**

## Utah CGP–Guidance Activities Action Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Dugway

District: Tooele

Target Group: Sophomore Class

Target Group selection is based upon the following data/information/school improvement goals:  
All sophomores on line to graduate in 2007 with regard to UBSCT graduation requirements.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . . "	Start/End Dates	Projected # of Students Impacted
Sophomore will put forth maximum effort in taking the UBSCT graduation test.	All sophomores will pass the UBSCT math, reading, and writing tests on the first try.	Individual and group counseling directed activities, including teacher help sessions.	Counselor and teacher involvement with special emphasis on reading, writing, and math skills.	Use UBSCT testing results	Beginning of the year through February.	All 17 sophomores

# Utah CGP– Closing the Gap Resu. Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Dugway

District: Tooele

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competen cy data**	Implications: What does the data tell you? What can the student do with this now?
Joseph Morgan	Students receiving failing mid-term grades during each of the quarter marking periods	Student planners, time management goal setting, study skills, test taking skills, writing skills, the above activities combined collaboration with teachers and parents	Beginning of school to end of school	1 <sup>st</sup> Quarter=35 2 <sup>nd</sup> Quarter=45 3 <sup>rd</sup> Quarter=40 4 <sup>th</sup> Quarter=33	1 <sup>st</sup> quarter mid-term F's = 67 total from 35 students 2 <sup>nd</sup> quarter mid-term F's =103 from 45 students 3 <sup>rd</sup> quarter mid-term F's =84 from 40 students 4 <sup>th</sup> quarter mid-term F's = 68 from 33 students	1 <sup>st</sup> quarter F grades =34 from 17 students 2 <sup>nd</sup> quarter F grades = 60 from 24 students 3 <sup>rd</sup> quarter F grades = 52 from 21 students 4 <sup>th</sup> quarter F grades = 50 from 26 students	Reduced 1 <sup>st</sup> quarter F's by 49% and the # of students by 51% Reduced 2 <sup>nd</sup> quarter F's by 42% and # of students by 47% Reduced 3 <sup>rd</sup> quarter F's by 39% and # of student by 47% Reduced 4 <sup>th</sup> quarter F's by 26% and # of students by 21% Students learned a process to obtain passing grades.

## Utah CGP– Closing the Gap Action Plan (Small Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

**School:** Dugway

**District:** Tooele

**Target Group:** Students who receive failing mid-term grades

**Target Group selection is based on the following data/information/school improvement goal:** Reduce the number of students required to make up failing grades.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . . "	Start/End Dates	Projected # of Students Impacted
Reduce the # of students failing and the total number of failing grades in each of the four grading periods during the year.	Those students receiving failing mid-term grades will through a combined student, counselor, parent, and teacher effort receive passing grades at the end of each quarter.	Individual and small group counselor directed activities. Collaboration with teachers and parents.	Counselors, parents and teachers in combined effort.	Compare the number of students failing and the number of failing grades at mid-term with the grades given at the end of each quarter.	Beginning of school to end of school.	About 5 in each grade level for a total of 30.



# Utah CGP- Guidance Activities/Curriculum Mapping Results Report 2004-2005\*

School Grantsville High School District Tooele

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you? What can the student do with this now?)
Lesli Allen Colleen Sorenson	2004-05 10 <sup>th</sup> grade class.	Writing: 5 paragraph persuasive essay.  Math: Assessment test.  Reading: Comprehension study.	September 20, 2004	200	See Report	See Report	We feel that this UBSCT Preparation Day is a good idea, but we feel we need to do more to reinforce the information given that day.

  
Principal's Signature

\*adapted from the ASCA National Model: A Framework for School Counseling Programs documentation

6/13/05  
Date

6/18/05  
Date of Staff Presentation

  
Prepared By

\*\* Attach data, examples and

JUN-13-2005 MON 09:34 AM GRANTSVILLE HIGH SCHOOL

FAX NO. 4358844519

P. 04/06

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# Utah CGP-Guidance Activities/Curriculum Mapping Action Plan 2004-2005\*

School Grantsville High School District Tooele County School District

Target Group:(whole school, entire class) 10<sup>th</sup> Grade Class


Target Group selection is based upon the following data/information/school improvement goals: Utah Basic Skills Competency Test Scores

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Our goal was to have more 10 <sup>th</sup> grade students pass the UBSCT on the first try.	Our desire is that when students pass this test they can focus on graduation requirements. Too many are giving up because they feel they cannot pass this test and there is then no reason to try to complete graduation requirements.	UBSCT Preparation Day	Discussion with teachers regarding curriculum.  We met with teachers on September 8, 2004 to go over teaching plans.	Compare data from 2003-2004 school year with this year's data.	September 20, 2004.  February 1-8, 2005	200

  
Principal's Signature

6/13/05  
Date

6/8/05  
Date of Staff Presentation

  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

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GRANTSVILLE HIGH SCHOOL  
SEOP DATA PROJECT  
2004-2005

This year's data project was an experiment to try and get higher scores on the Utah Basic Skills Competency Test (UBSCT) to avoid fewer retakes. We held a College Day on September 20, 2004. This activity only involves the juniors and seniors and we felt we needed the sophomores to participate in an activity that would be meaningful to them. We chose to hold a UBSCT Preparation Day in which the 10<sup>th</sup> grade students would participate in a general session and then rotate through three classes that were designed to focus on the three testing areas.

The day started with an orientation session in which Colleen Sorenson and Lesli Allen presented a PowerPoint presentation on the UBSCT test. We focused on test taking strategies and the importance of the UBSCT in relation to their graduation. Each set of teachers came up with their own curriculum to teach on the UBSCT preparation day. Math teachers gave an assessment test, Writing teachers taught the fundamentals of the five paragraph essay, and the reading teachers focused on comprehension and pulling meaning from written passages.

The sophomore students took the UBSCT test on February 1-3 with make up dates on February 4, 7-8. The following scores are taken from the February 2004 and February 2005 test results. Our results were not as we had hoped. We were lower in each area with the most marked difference being in writing which was a full 13% lower than the previous year.

UBSCT SCORES 10<sup>th</sup> GRADERS

February 2004 Test Dates

Subject	Total	# Passed	# to Retest	% Passed
Reading	201	190	11	95%
Math	202	142	60	70%
Writing	201	177	24	88%

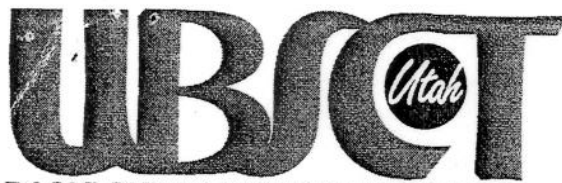
UBSCT SCORES 10<sup>th</sup> GRADERS

February 2005 Test Dates

Subject	Total	# Passed	# to Retest	% Passed	Difference 2004
Reading	205	190	15	93%	2% Lower
Math	208	140	68	67%	3% Lower
Writing	207	155	52	75%	13% Lower

We feel that there were several flaws in the planning and presentation of this idea. We plan to correct these this next year in order to improve test scores. The first flaw was in the planning. It was hastily done as a way to occupy the sophomores on College Day. The teachers were unsure of what to prepare for students and there was not a set curriculum to teach. In the future we plan to provide better instruction for the teachers and uniform curriculum for each. Also, students were confused as to why they were being taught this information in September when the test was in February. We feel that many chose not to fully participate because of they

did not see the information as timely. Third, we also believe that there is a great deal more we can do to prepare our students in our Special Education classes. Many have testing accommodations such as small group and minimize distractions that have not been addressed previously. We are working closely with our Special Education Department to implement these changes in the 2005-2006 school year. We feel that having a UBSCT Preparation Day is an appropriate use of time, but we feel that in the future we need to reinforce the information they receive that day several times throughout the year.



# BASIC SKILLS COMPETENCY TEST

February 3, 2004  
School Summary Report

## READING



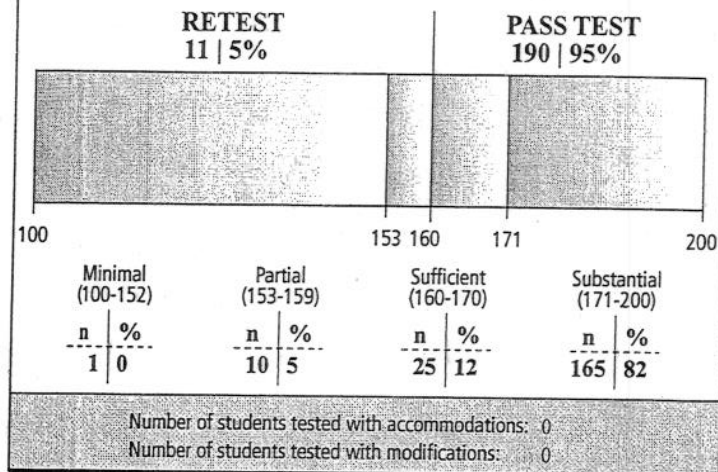
2003-04 DATA

School: Grantsville High School

District: Tooele

Date: May 14, 2004

### Performance Summary for the Reading Subtest



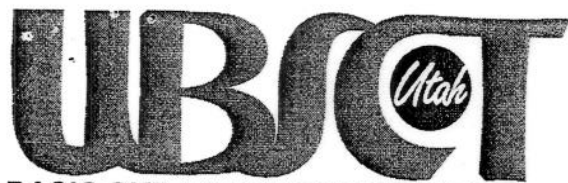
### Performance for Each Basic Skills Curriculum Standard

Basic Skills Standard	Points Possible*	School Average Points Earned	District Average Points Earned
1.1 Use strategies to construct meaning of text	18	15	14
1.2 Use strategies to deepen and broaden understanding	45	36	35
2.1 Demonstrate competency with functional text	19	16	15
2.2 Demonstrate competency with informational text	25	20	19
2.3 Demonstrate competency with literary text	19	15	15

To see state performance data and additional school data, visit: [www.usoe.k12.ut.us/eval/BSCT/results](http://www.usoe.k12.ut.us/eval/BSCT/results)

\*More information on the back.





# BASIC SKILLS COMPETENCY TEST

February 4, 2004  
School Summary Report

## MATHEMATICS

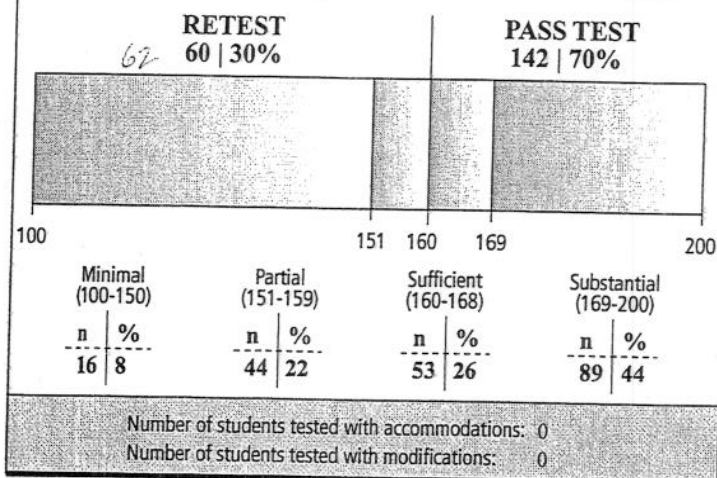


School: Grantsville High School

District: Tooele

Date: May 14, 2004

### Performance Summary for the Mathematics Subtest

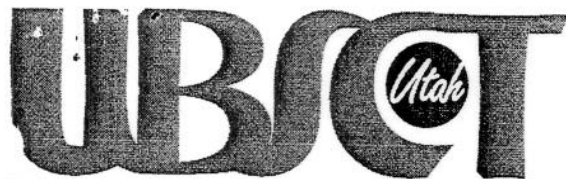


### Performance for Each Basic Skills Curriculum Standard

Basic Skills Standard	Points Possible*	School Average Points Earned	District Average Points Earned
1.1 Compute using integers, fractions, and decimals	5	3	4
1.2 Compare and order numbers	5	3	3
1.3 Simplify expressions using order of operations	5	3	3
1.4 Recognize, duplicate, extend and predict using patterns	5	4	4
2.1 Graph points and lines	5	4	4
2.2 Multiply one expression by another	5	3	2
2.3 Solve for unknowns using proportions	5	3	3
2.4 Solve one-variable equations and find values	5	4	4
3.1 Congruent and similar figures	5	3	3
3.2 Calculate areas, perimeters, and volumes	5	3	3
3.3 Calculate area of irregular shapes	5	4	3
4.1 Create and use data displays	5	4	4
4.2 Find mean, median, and range	5	3	3
4.3 Concepts of probability	5	4	4

To see state performance data and additional school data, visit: [www.usoe.k12.ut.us/eval/BSCT/results](http://www.usoe.k12.ut.us/eval/BSCT/results)

\*More information on the back.



## BASIC SKILLS COMPETENCY TEST

February 5, 2004  
School Summary Report

### WRITING

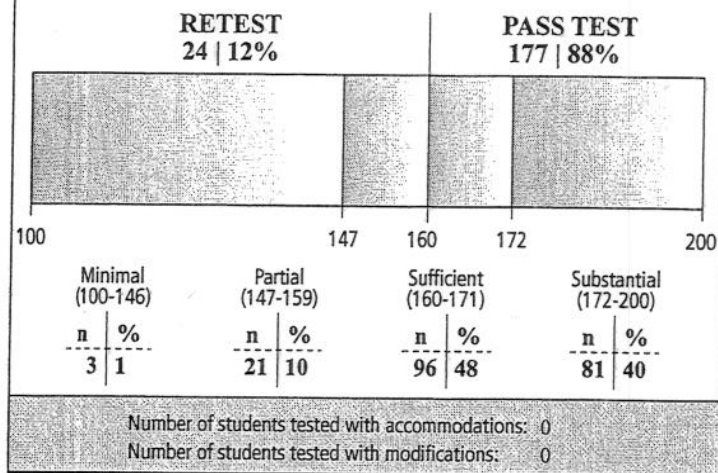


School: Grantsville High School

District: Tooele

Date: May 14, 2004

#### Performance Summary for the Writing Subtest



#### Performance for Each Basic Skills Curriculum Standard

Basic Skills Standard	Points Possible*	School Average Points Earned	District Average Points Earned
1.1 Identify and evaluate strategies to compose, revise, and edit a draft	36	31	30
1.3 Edit written text for spelling, capitalization, punctuation, and usage	24	20	19
1.2 Direct Writing Prompt Total Score	60	36	33
Write a clear, focused, and persuasive paper	10	6	6
Write a paper organized around a main idea	10	6	5
Write directly to a specified audience	10	6	6
Write using words that convey the intended meaning	10	6	5
Write consistently well-crafted sentences that flow easily	10	6	5
Write using standard writing conventions	10	6	5

To see state performance data and additional school data, visit: [www.usoe.k12.ut.us/eval/BSCT/results](http://www.usoe.k12.ut.us/eval/BSCT/results)

\*More information on the back.



10<sup>th</sup> Grade UBSCT Testing February 1,2,3,4,7,8

**2004-05 DATA**

	Feb 1 Read	Feb 2 Math	Feb 3 Write	Feb 4 Read	Feb 7 Math	Feb 8 Write
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	Present p	Present p	Present n	N/A	N/A	N/A
	Present n	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present n	Present n	N/A	N/A	N/A
	Present p	Present p	Present n	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Absent p	Absent n	Absent n	Present	Present	Present
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Absent n	Present n	N/A	Present	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Absent p	Present p	Present p	Present	N/A	N/A

	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present n	Present n	Present n	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present n	Present n	N/A	N/A	N/A
	Present p	Present n	Present n	N/A	N/A	N/A
	Withdrawn	Withdrawn	Withdrawn	Withdra	Withdraw	Withdra
	Absent p	Present p	Present p	Present	N/A	N/A
	Absent p	Present n	Present n	Present	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present n	Present n	N/A	N/A	N/A
	Absent p	Present n	Present n	Present	N/A	N/A
	Present n	Present n	Present n	N/A	N/A	N/A
	Present p	Present n	Present p	N/A	N/A	N/A
	Present p	Present n	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Absent p	Present p	Present p	Present	N/A	N/A
	Absent	Absent	Absent p	Absent	Absent	Present
	Present p	Present p	Present p	N/A	N/A	N/A
	Absent	Absent	Absent	Absent	Absent	Absent
	Present p	Present n	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present n	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A



	Present p	Present n	Present n	N/A	N/A	N/A
	Present p	Present n	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present n	Present n	Present n	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Absent p	Absent p	Present n	Present	Present	N/A
	Present p	Absent n	Present n	N/A	Present	N/A
	Present p	Present n	Present n	N/A	N/A	N/A
	Present n	Present n	Present n	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Present n	Present p	Present n	N/A	N/A	N/A
	Present p	Present p	Present p	N/A	N/A	N/A
	Absent p	Present p	Present n	Present	N/A	N/A
	Absent	Absent	Absent	Absent	Absent	Absent
	Withdrawn	Withdrawn	Withdrawn	Withdra	Withdraw	Withdra
	Absent	Absent	Absent	Absent	Absent	Absent

Subject	Total # Testing	# Passed	# to Retest	% Passed	Difference 2004
Reading	205	190	15	93%	2% Lower
Math	208	140	68	67%	3% Lower
Writing	207	155	52	75%	13% Lower

P= Passed  
N= No Pass

## Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

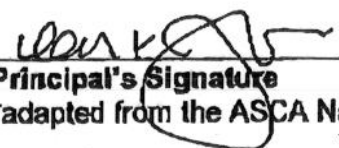
School Grantsville High School

District Tooele District

Target Group: Students enrolled in USU Concurrent Enrollment Classes

Target Group selection is based on the following data/information/school improvement goal: Student success in Concurrent Enrollment Classes-Next step placement

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Student success in USU Concurrent Enrollment Classes	Next step Planning and age-level appropriate assistance in post-high school placement skills	Meet with USU students and parents for Individual Planning prior to USU concurrent enrollment registration to determine that their GPA and ACT scores meet recommendations.	School Counselors	Compare high school GPA and ACT scores with grades students receive in USU classes and their USU GPA.	Spring 2004-June 2005	60

  
Principal's Signature

June 13, 2005  
Date

June 8, 2005  
Date of Staff Presentation

Colleen Sorenson  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



**ENTERED**

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Grantsville High School

District Tooele

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Colleen Sorenson and Leslie Allen	GHS Students enrolled in USU Concurrent Enrollment Classes	Student transcripts, USU grades, and ACT scores	Spring 2004 through June 2005	84 Students took USU Concurrent Enrollment classes and were included in the data project.	Students with higher high school cumulative GPA and higher ACT scores will be more successful in USU concurrent enrollment classes than students with lower high school GPAs and lower ACT scores.	Students who did not take the ACT had much lower grades in USU classes than students who did take the ACT. Student with higher ACT scores and higher high school GPA did better in USU classes than students with lower high school GPAs and ACT scores. There were a few	Requiring students to take the ACT to be allowed to take USU Concurrent Enrollment classes is important. ACT scores are a valid indicator of probable success in concurrent enrollment classes. Students who are not responsible enough to take the ACT may not be responsible enough to be successful in college classes while in high school.

  
Principal's Signature

June 13, 2005  
Date

June 8, 2005  
Date of Staff Presentation

Colleen Sorenson  
Prepared

\*adapted from the ASCA National Model: A Framework for School Counseling Programs and attach data, examples and documentation

\*\*Include actual numbers supporting conclusions

## **The ACT as a Predictor of Success in USU Concurrent Enrollment classes at Grantsville High School**

Colleges and universities have long used cumulative high school GPA and ACT scores as a requirement for college admission and as a placement test to determine the English and Math course levels a student must first enroll in at college. On campus students at Utah State University are required to have an English sub score of 18 to enroll in English 1010 and a Math sub score of 24 to take Math 1050 without Math 1010 as a pre-requisite. USU has allowed students to take concurrent enrollment classes upon a counselor's recommendation. Grantsville High School has required a minimum 3.00 cumulative high school GPA as a guideline for enrolling in Utah State University concurrent enrollment classes. Students have been told they must take the ACT to take USU classes, but have been allowed to take the concurrent enrollment classes even if they have not taken the ACT. A few parents have challenged the guideline that students need to take the ACT to be allowed to take concurrent enrollment classes. This data project seeks to look at the correlation between a student's ACT scores, their high school GPA prior to taking USU concurrent enrollment classes and their success in USU concurrent enrollment classes taken at Grantsville High School during the 2004-04 school year.

For the purposes of this data project "success in concurrent enrollment classes" is defined as a 3.0+ USU GPA. Students' USU grades were converted to a 4.0 scale and averaged to arrive at the USU GPA. The rationale for 3.00 GPA as a measure of success is that many departments require a student to have a minimum 3.00 GPA to be admitted into the student's desired college major department. A low college GPA earned in concurrent enrollment classes may prevent a student from being accepted into a college program in the future. Also, if a student takes concurrent enrollment classes in high school and receives poor grades, the student may feel that they are not "college material" and decide not to continue their college education. However, the same student might do well in college with additional college preparation classes in high school and a few years added maturity.

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Parents sometimes push their students into concurrent enrollment classes hoping to save time and money toward their student's college education. If a student does well in college classes they have achieved this goal. But, if a student fails a class the student must repeat it and the first grade remains on the student's college transcript even though it is not figured into the college GPA. Presumably, allowing high school students to take concurrent enrollment classes without meeting university standards for admissions can be a disservice to the student. It was hoped this data project would help to document this assumption.

The chart entitled "Success in USU Classes and ACT Scores Comparison" shows that the USU GPA is generally lower than the student's high school cumulative GPA. Students with ACT composite scores below 20 were more likely to have a USU GPA below a 3.0. The trend line clearly shows the lower the ACT score the lower the USU GPA tended to be. However, ten students with an ACT composite score above 20 also had a USU GPA below a 3.0. All students and their parents need to realize that USU college classes are very demanding. Students need to be fully committed to spending the necessary time to earn good grades in the concurrent enrollment classes to avoid beginning college with a low college GPA.

Student	GHS GPA	ACT-C	ACT-E	ACT-M	ENG 1010	HIST 1700	MATH 1010	GEOL 1100	ENG 1030	PSY1010	MATH 1050	US U 1350	# Cls	USU GPA	Gr
1	3.768	13	13	13	2.67	3.3							2	2.985	12
2	3.891	16	14	17	3.67	0	3				2.33		4	2.25	12
3	3.372	17	14	17		1							1	1	11
4	3.963	17	13			3.33	4				2.67	3	4	3.25	11
5	3.891	17	16	15		3.3				4			2	3.65	11
6	3.758	18	19	19	2.3	2.67				3.33		2.33	5	2.126	12
7	3.571	18	19	18	3		2				2.33		3	2.4433	12
8	3.509	18	21	18	3	4						2.33	3	3.11	12
9	3.686	19	19	19	3	0	2.67				1.67		4	1.835	12
10	3.43	19	22	14	2.33				2.33				2	2.33	11
11	3.327	19	18	14						2.67	2		2	2.335	11
12	3.412	19	18	18	3.3	2.67				3		2	4	2.7425	12
13	3.2	19	20	17	2		3			3.67	2.33		4	2.75	12
14	3.571	19	23	16		2.33				4		2.67	3	3	11
15	3.652	19	18	20	3						3.33	2.67	3	3	12
16	3.869	19	21	22	3.3	3.67					3.67		3	3.5467	12
17	3.785	19	17	16			3.33	3.67	4	4			4	3.75	11
18	3.648	20	15	20			3.67				2		2	2.835	11
19	3.291	20	18	17		2.33		3.67					2	3	12
20	3.781	20	22	21							3		1	3	12
21	3.971	20	16	24	3.67	3.67	0			4	4	2.67	6	3.0017	12
22	3.228	20	17	19	2	2.67		3	4	4	3.33	2.33	7	3.0471	12
23	3.779	20	20	22	3.67	3				2.67			3	3.1133	12
24	3.568	21	22	19	2								1	2	12
25	3.714	21	17	17		1				4			2	2.5	11
26	3.86	21	19	25	3.3	3.67					3.67		3	3.835	12
27	3.875	21	21	19	3	3.33	3.67	3	3.33	4	3.67	3.67	8	3.4588	12
28	3.978	22	22	21	3.3	3	1.67			4		3.33	5	3.06	12
29	3.853	22	25	21		3				3.33			2	3.165	11
30	3.348	22	24	19	3.67	2.33				3.67			3	3.2233	12
31	3.939	22	22	16	3.3	3				4			3	3.4333	12
32	3.832	22	24	24	4	3			4	3.67		2.67	5	3.468	12
33	3.811	22	21	19	4	3.3				4		3	4	3.575	12
34	3.722	22	23	25	3.67		3.67		4		4		4	3.835	12
35	3.284	23	18	22		1				0			2	0.5	11
36	2.953	23	27	16							2		1	2	12

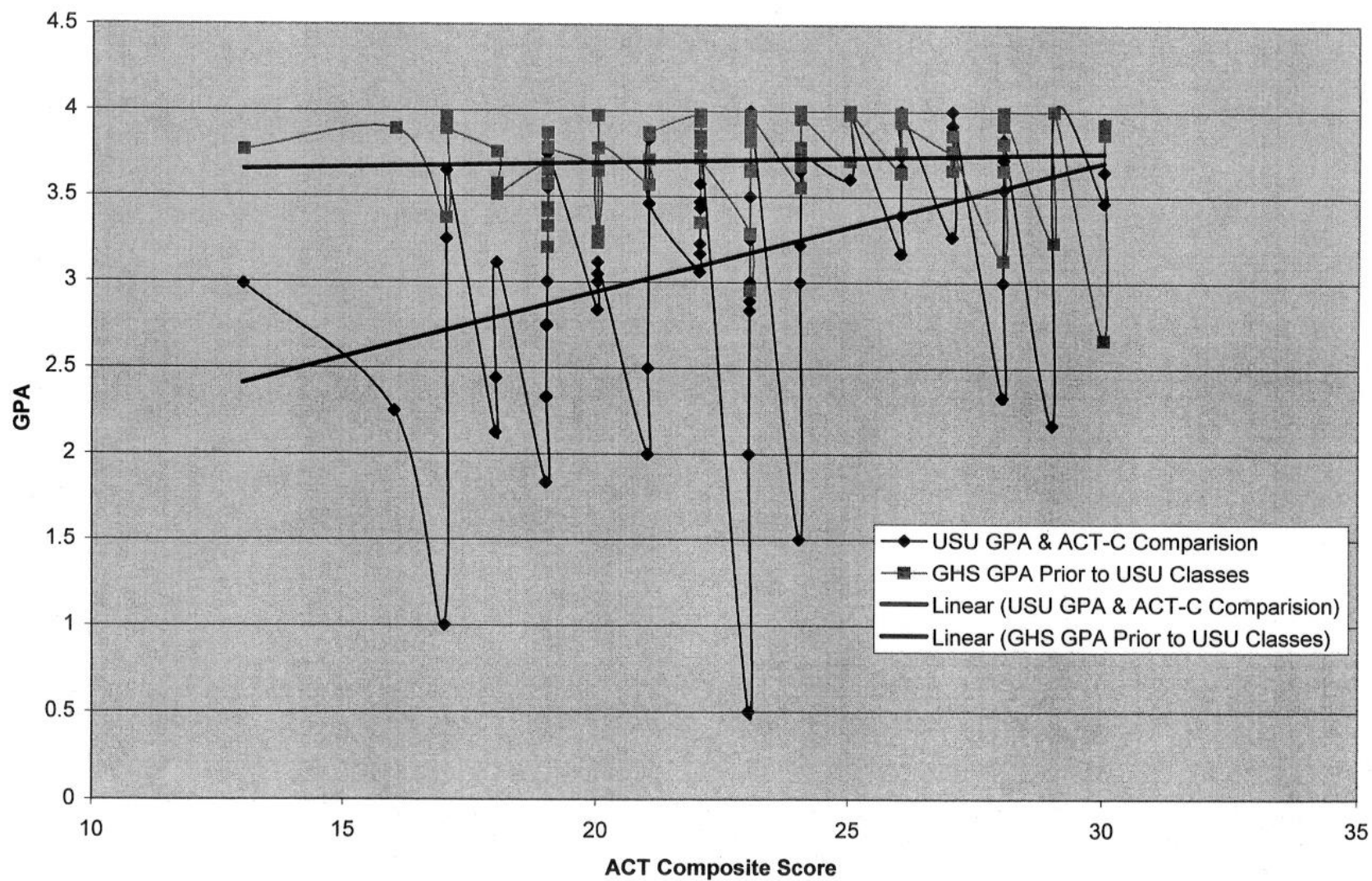


37	3.896	23	27	23	3	2.67							2	2.835	12
38	3.648	23	20	21	2	3.67			3				3	2.89	12
39	3.659	23	25	23		3							1	3	12
40	3.863	23	23	16	3.67	4			1.33	4			4	3.25	12
41	3.821	23	25	24	3	3.67				4		3.33	4	3.5	12
42	3.826	23	23	26		3.33		4	3.67				3	3.6667	12
43	3.947	23	21	22	3.67	4					4		3	3.89	12
44	3.974	23	26	23	4	4							2	4	12
45	3.553	24	25	20	0				3				2	1.5	12
46	3.682	24	24	24	3	3		3.33	3	3		2.67	6	3	12
47	3.789	24	29	20	3							3	2	3	12
48	3.712	24	25	20	3.3	3.33	3.33			4	2.33	3	6	3.215	12
49	4	24	25	24	3.3	4							2	3.65	12
50	3.953	24	22	25	4	3.67				4		3	4	3.6675	12
51	3.974	24	29	22	3.67	3.67				4	3.67		4	3.7525	12
52	3.707	25	29	20	3.67	3.67		3	3.67	4			5	3.602	12
53	3.978	25	26	25	4	4					4		3	4	12
54	3.994	25	28	23								4	1	4	11
55	4	25	27	25	4	4					4		3	4	12
56	3.637	26	28	20	2.67	3.67							2	3.17	12
57	3.759	26	26	26	3.3	3.33				4	3.33	3	5	3.392	12
58	3.988	26	27	26	3.67	3.67							2	3.67	12
59	3.944	26	28	27	3.3	4				4		3.67	4	3.7425	12
60	3.935	26	30	27	4	4				4	4		4	4	12
61	3.757	27	28	28	3.67	3.67			1.67	4	3.33		5	3.268	12
62	3.859	27	21	25	4			4	3.67	4			4	3.9175	12
63	3.656	27	25	23							4		1	4	11
64	3.768	27	26	24		4					4		2	4	11
65	3.129	28	27	31	3	3		0			3.33	2.33	5	2.332	11
66	3.811	28			3							3	2	3	12
67	3.654	28	23	27	3.3	4		3.33					3	3.5433	12
68	3.974	28	29	30	3.3	4		3.33		4			4	3.6575	12
69	3.917	28	29	24	3.3	4		3.67	3.67	4	3.67		6	3.7183	12
70	3.992	28	29	27	4	4		4		4	3.67	3.33	6	3.8333	12
71	3.236	29	29	27	2.67	1.67							2	2.17	12
72	4	29	29	30	4	4			4	4			4	4	12
73	2.667	30	28	31		3.67		4	2.67	4		3	5	3.468	12

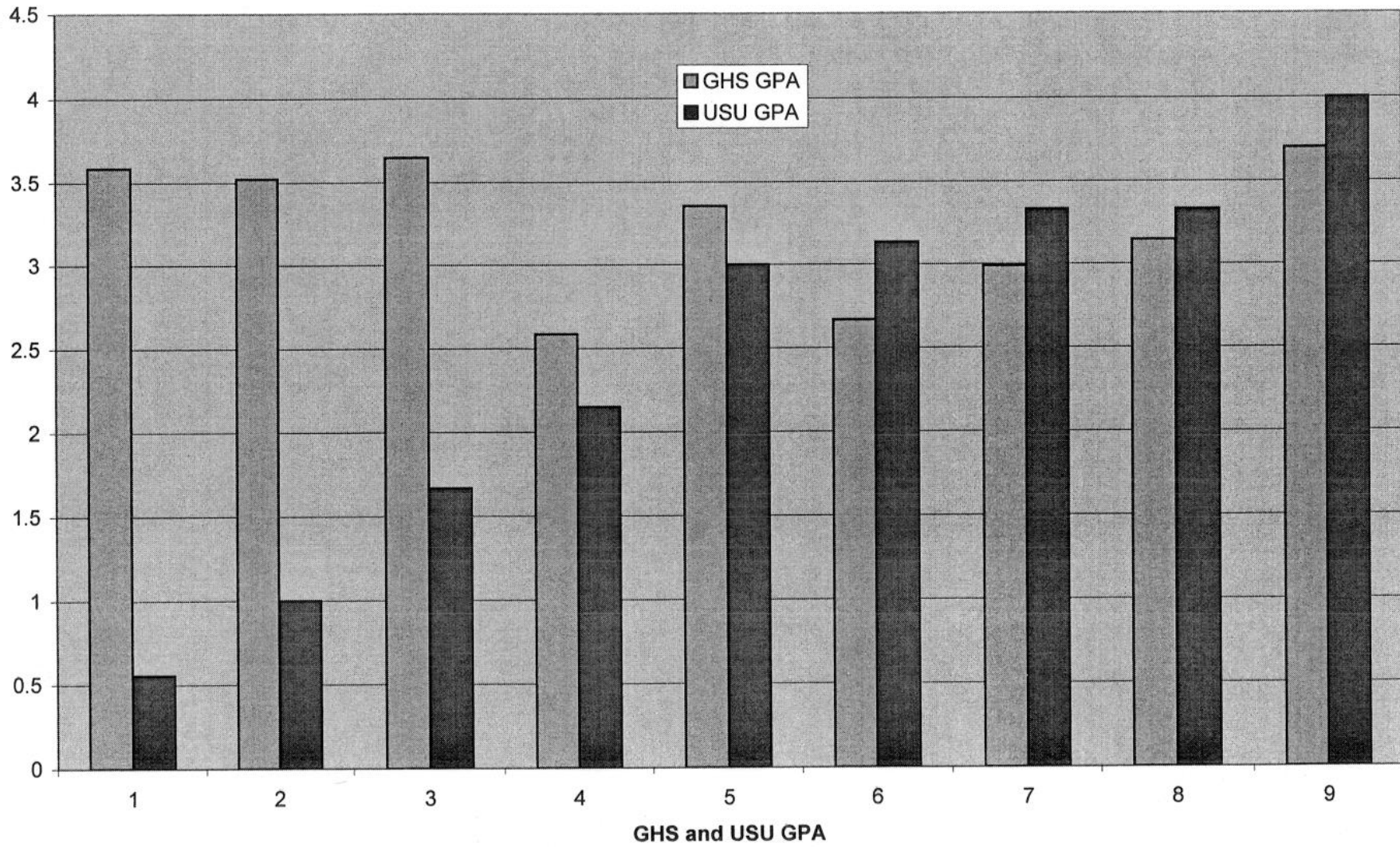
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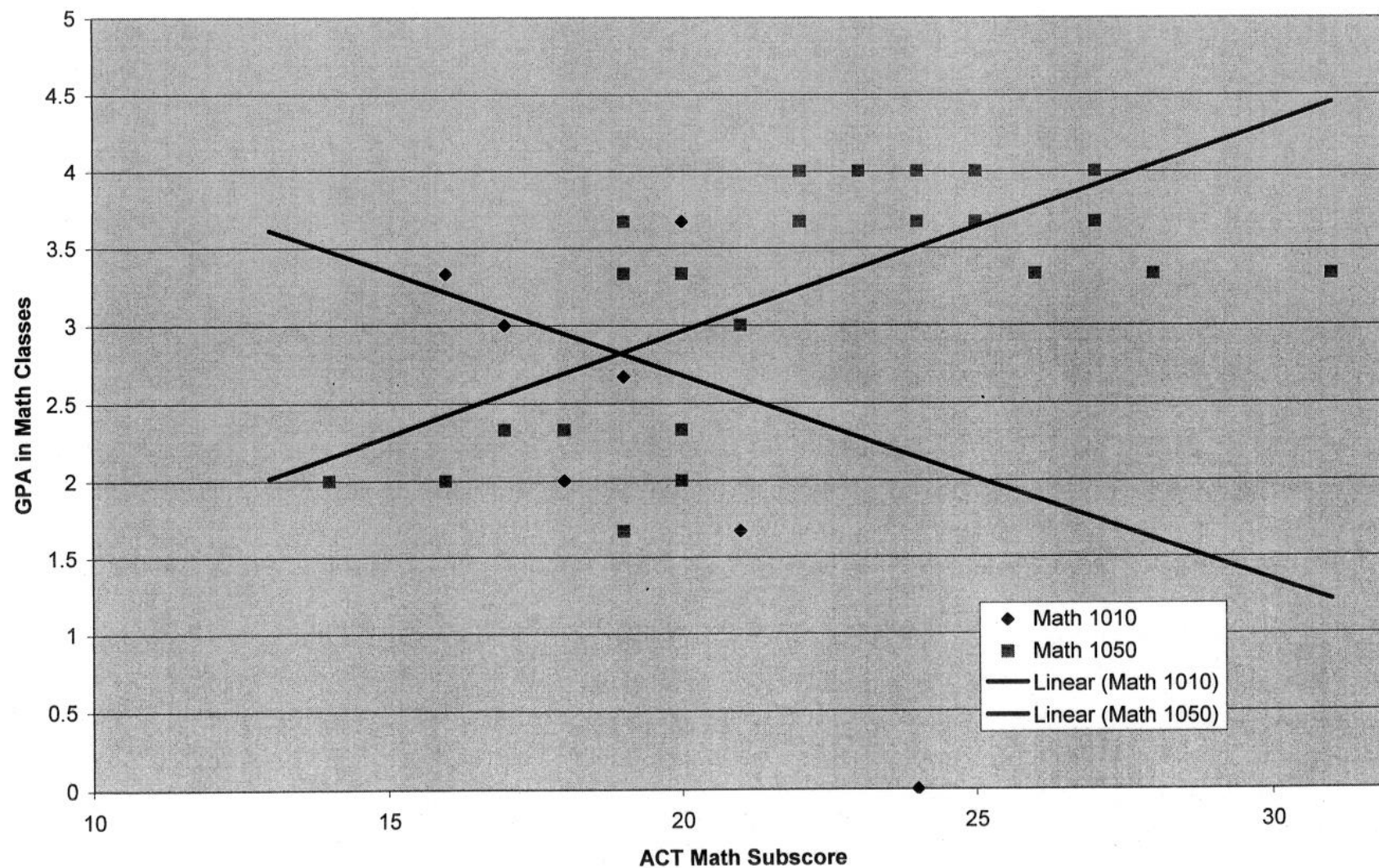
# Success in USU Classes and ACT Scores Comparison



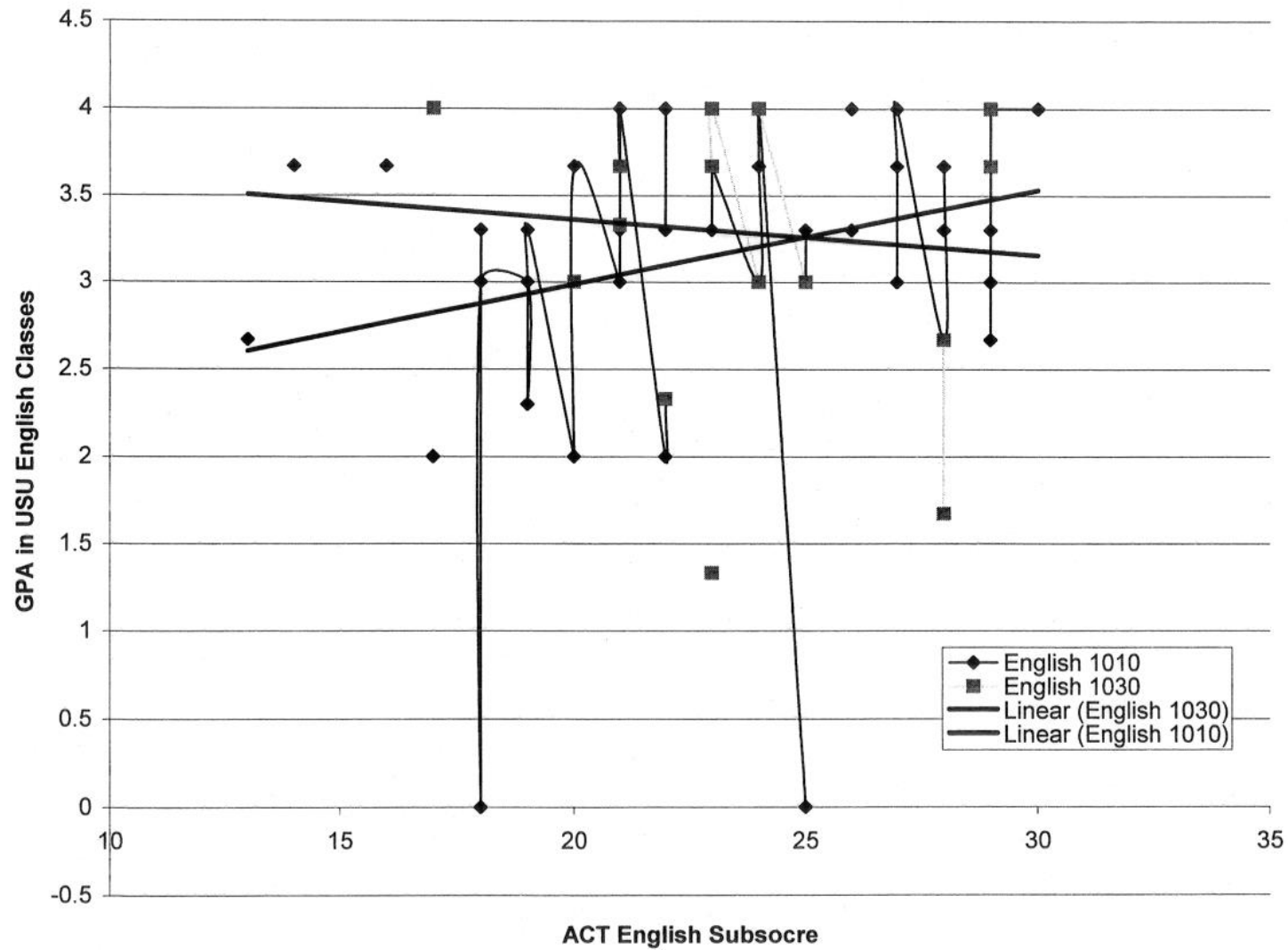
**GHS GPA-USU GPA Comparison with No ACT Scores**



Success in USU Math 1010 and 105 and ACT Math Subscore



**Success in USU English Classes and ACT English Subscore Comparison**





# Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Tooele High School District Tooele County School District

Target Group:(whole school, entire class) Entire Freshman and Sophomore class.

Target Group selection is based upon the following data/information/school improvement goals: Career exploration guidance activities.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
-Establish an account in the Utah Mentor program. -Take the Career Key Interest Inventory. -Remember their Holland codes for future exploration.	Life / Career Development LC:A1- Gain self knowledge through exploration. LC:A2- Understand self in the world of work. LC:B1- Locate and evaluate career information.	-Small groups of students will work with a counselor or the career center advisor to set up a Utah Mentor account, take the Career Key test, and explore careers.	-Training in the Utah Mentor program. -Library Computer Portable Comp. lab. -Computer classroom -Counselor time. -Career Center Advisor time. -Student's class time.	A survey will be taken in all Freshman and Sophomore English classes at the end of the year to determine if the students remember taking the test, and their Holland Codes.	November 2004 June 2005	850

Gauldin Warr  
Principal's Signature

6/8/05  
Date

6/8/05  
Date of Staff Presentation

Mary Jo Murphy  
Prepared By

Adapted from the ASCA National Model: A Framework for School Counseling Programs

 ENTERED

# Utah CGP- Guidance Activities Results Report

Due to USOE June 15, 2005: may be submitted in other formats but include all information.

School Tooele High School

District Tooele County School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Combined	All Freshman & Sophomores	-Utah Mentor -Computer Labs. -Worksheet.	Nov. 2004 June 2005	All Freshman who attended the Pre-SEOP. Approximately 50% of Sophomores. (There was a problem using the portable lab and the internet. Time was spent but connections didn't work.)	See Attached sheet for data from survey	See attached sheet for survey data	See attached sheet for survey data

Gail Warr  
Principal's Signature

6/8/05  
Date

6/8/05  
Date of Staff Presentation

Richard Valdez & Mary Murphy  
Prepared By

\*\*Include actual numbers and attach data

\*adapted from the ASCA National Model: A Framework for School Counseling Programs examples and documentation

Results from two surveys at Tooele High School. (Survey was given June 2, 2005)

**Survey One: Survey of the Freshmen** (Most freshmen met in pre-SEOP groups with their counselor in the computer labs; the Utah Mentor Interest Test was one of the things done. If a student missed the pre-SEOP group session, some did the Utah Mentor Test in their individual SEOP)

Four results were tallied from the survey.

- 1) 64 freshmen said they didn't set up an account in the Utah Mentor Career Key Interest Test AND didn't have any Holland Codes.
- 2) 22 freshmen said they didn't set up an account in the Utah Mentor Career Key Interest Test, but did mark one or more Holland Codes.
- 3) 25 freshmen said they DID set up an account in the Utah Mentor Career Key Interest Test, but couldn't remember their Holland Codes.
- 4) 155 freshmen said they DID set up an account in the Utah Mentor Career Key Interest Test, AND remembered one or more of their Holland Codes.

\*\* Of the 266 freshmen that completed the survey, 58% said they did set up an account in the Utah Mentor program and they also listed one or more of their Holland Codes.

**Survey Two: Survey of the Sophomores** – (They took the Utah Mentor Interest Test. Darlene Anderson and Johanna Leonelli had students come to the Career Center, used portable laptops or the computer labs. The test was given during the first semester to students in World History. The test wasn't given second semester, so only about half of the sophomores took the test.)

Three results were tallied from the survey.

- 1) 117 sophomores surveyed said they DID NOT do the Utah Mentor Interest Test.  
\*(There were a few who said their computer wouldn't work, but attended the session.)
- 2) 42 sophomores surveyed said they DID take the Utah Mentor Interest Test, but couldn't remember the Holland Codes.
- 3) 109 sophomores surveyed said they DID take the Utah Mentor Interest Test AND remembered one or more of their Holland Codes. Most listed two or three codes.

\*\* Of the 268 sophomores that completed the survey, 117 said they did not meet with the staff to open an account in Utah Mentor. Those were students who didn't have World History first semester. Of the 151 who stated they did take the Utah Mentor Career Key Interest Test, 109 indicated they remembered one or more of their Holland Codes from the interest test. That represents 72% of those students.

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Implications: The data tells us that 58 % of the freshmen and 72% of the sophomores surveyed remembered the Utah Mentor Career Interest Test AND remembered their Holland Codes. Students can use these Holland Codes in future years during SEOP's. They can also compare their codes when taking other interest or aptitude tests, such as the ASVAB test taking in their junior year.



# Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Tooele High School District Tooele County School District

Target Group: "At Risk" Freshman

Target Group selection is based on the following data/information/school improvement goal: Freshman with 1.0 or less credit on first report card.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve the amount of core credit earned each term.	Academic Learning Development: <u>AL:A2- Acquire</u> skills for improving learning. <u>AL:A3- Achieve</u> school success	Counselor's will meet with each at risk student initially and again each term no improvement is made - using credit earned first term as a criteria.	-Counselor time. -Development of "Ninth grade planning conference" form. -Spread sheet to track improvement	Target group will be assessed each term for credit earned.	November 2004 / April 2005	84

Gail Warr  
Principal's Signature

6/8/05  
Date

June 8, 2005  
Date of Staff Presentation

Mary Jo Murphy  
Prepared By

Adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Tooele High School

District Tooele County School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Combined Combined	84 "At Risk" Freshman	-Ninth grade planning conference forms. -Graduation requirement information sheets. -Excell data base program - "NG" Information Sheets.	Nov. 2004 April 2005	84	see attachment	23.8% showed improvement. 28.5% earned less credit. 21.4% improved 1 term and earned less 1 term. 25% checked out during the year	In general the conferences did not result in the significant improvement that was expected.

Gailyn Warr  
Principal's Signature

6/8/05  
Date

June 8, 2005  
Date of Staff Presentation

Mary Jo Murphy  
Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs  
and attach data, examples and documentation

\*\*Include actual numbers supporting conclusions

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Tooele High School

District Tooele County School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Busico	20 "At Risk" Freshman	see first sheet.	Nov. 2004 April 2005	20	see attachment	15% showed improvement. 20% earned less credit. 20% improved 1 term and earned less 1 term. 45% checked out during the year.	

Gardner Wau  
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Leonelli	10 "At Risk" Freshman	see first sheet.	Nov. 2004 April 2005	10	see attachment.	10% showed improvement. 50% earned less credit. 30% improved 1 term and earned less 1 term. 10% checked out during the year.	

Goulson Wan  
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Moreno	24 "At Risk" Freshman	see first sheet.	Nov. 2004 April 2005	24	see attachment	29% showed improvement. 29% earned less credit. 15% improved 1 term and earned less 1 term. 15% checked out during the year.	

Gaudin Warr  
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Murphy	20 "At Risk" Freshman	see first sheet.	Nov. 2004 April 2005	20	see attachment.	40% showed improvement. 20% earned less credit. 15% improved 1 term and earned less 1 term. 15% checked out during the year.	

Gailyn War

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# Utah CGP- Closing the Gap Results . -port (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Tooele High School

District Tooele High School

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Valdez	10 "At Risk" Freshman	see first sheet.	Nov. 2004 April 2005	10	see attachment	10% showed improvement. 40% earned less credit. 10% improved 1 term and earned less 1 term. 40% checked out during the year.	

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# Utah CGP– Individual Planning: SEOP Closing the Gap Action Plan 2004-2005\*

School Wendover High School District Tooele County School District

Target Group: 7<sup>th</sup> and 8<sup>th</sup> Grade Students

Target Group selection is based on the following data/information/school improvement goal: 7<sup>th</sup> and 8<sup>th</sup> Grade Students in need of increased reading skills

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improved Reading Ability  <b>Less Dropouts</b> Higher Level of Learning	Lifelong Learning Complex Thinking Communication Collaboration Responsible Citizens Employability Character Development	Each junior high student will be enrolled in a reading class in addition to all regular classes.	District Inservice	Comparison of report cards from previous years	School 2004-2005	50

*Ken Castagna*  
Principal's Signature

*June 3, 2005*  
Date

*February 18, 2005*  
Date of Staff Presentation

*Ken Castagna*  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

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# Utah CGP– Guidance Activities/Curriculum Mapping Results Report 2004-2005\*

School Wendover High School District Tooele County School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you? What can the student do with this now?)
Kenneth Castagno	Hispanic Students in 11 <sup>th</sup> and 12 <sup>th</sup> grades	College presentations Informational group meetings College pamphlets Concurrent enrollment information BYU Student Intern presentations and individual meetings GIFT Conference presentations	School year 2004-2005	50	Student data including concurrent enrollment records of attendance and enrollment Report cards Core Test results	A greater number of Hispanic students participated and succeeded in concurrent enrollment classes in school year 2004-2005	Continue to present information in group meetings to potential concurrent enrollment students  Students will recognize benefits of participation in concurrent enrollment

[Signature]  
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Mr. Ken Castagno  
Prepared By

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\*\*Attach data, examples and

